R E P O R T R E S U M E S

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STANDARDS AND CRITERIA FOR THE EVALUATION AND RECOGNITION OF ILLINOIS PUBLIC JUNIOR COLLEGES.

ILLINOIS JUNIOR COLL. BOARD, SPRINGFIELD

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DESCRIPTORS- *JUNIOR COLLEGES, *MASTER PLANS, *PROGRAM PLANNING, *STATE DEPARTMENTS OF EDUCATION, STATE LEGISLATION, *EDUCATIONAL LEGISLATION, ADMINISTRATIVE ORGANIZATION, COLLEGE ROLE, STATE PROGRAMS, ILLINOIS,

THIS BRIEF REPORT ON THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT STATES THE OBJECTIVES, PHILOSOPHY, AND MINIMUM STANDARDS FOR JUNIOR COLLEGES, GIVES EXCERPTS FROM THE ACT ITSELF, DEFINES CLASS I AND II DISTRICTS, AND DESCRIBES THE ORGANIZATION OF THE DISTRICT JUNIOR COLLEGE BOARD. THE ACT ENCOURAGES COMPREHENSIVENESS IN EACH DISTRICT, TO BE ACHIEVED BY EXPANDING THE COMMUTER INSTITUTIONS, INCREASING THE VARIETY OF TECHNICAL AND SEMI-TECHNICAL COURSES, ENLARGING ALL LOWER DIVISION PROGRAMS, AND EXPERIMENTING WITH WAYS, ESPECIALLY IN TESTING AND COUNSELING, TO ASSIST THE UNDER-EDUCATED TO UPGRADE THEMSELVES FOR ADMISSION TO TRANSFER OR OCCUPATIONAL COURSES. TO MEET THE RECOMMENDATIONS OF THE MASTER PLAN, THE COLLEGES MUST OFFER (1) DEGREE-ORIENTED PROGRAMS FOR TRANSFER, (2) OCCUPATIONAL, TECHNICAL, AND SEMI-TECHNICAL COURSES, OF TWO YEARS OR LESS, LEADING TO EMPLOYMENT, (3) ADULT EDUCATION AND COMMUNITY SERVICE PROGRAMS FOR FORMAL OR INFORMAL LEARNING, (4) DEVELOPMENTAL STUDIES TO PREPARE THE STUDENT FOR TRANSFER OR TECHNICAL COURSES, AND (5) A LIBERAL EDUCATION CORE IN ALL PROGRAMS. THE REPORT ALSO DESCRIBES THE ORGANIZATION OF THE ADMINISTRATIVE AND TEACHING FACULTY, THE STUDENT PERSONNEL PROGRAM'S STAFF AND SERVICES (ADMISSION, COUNSELING, PLACEMENT, AND FOLLOWUP), LIBRARY STANDARDS (STAFF, BOOK AND PERIODICAL COLLECTION, AND OTHER INSTRUCTIONAL MATERIALS), THE COLLEGES' FINANCIAL STRUCTURE, AND THE PROCEDURES FOR OBTAINING STATE BOARD RECOGNITION. (HH)

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STANDARDS AND CRITERIA

FOR THE EVALUATION AND RECOGNITION

OF

ILLINOIS PUBLIC JUNIOR COLLEGES

DECEMBER 8, 1967

ILLINOIS JUNIOR COLLEGE BOARD
544 Iles Park Place
Springfield, Illinois 62706

UNIVERSITY OF CALIF.
LOS ANGELES

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FOR THE

EVALUATION AND RECOGNITION

OF

ILLINOIS PUBLIC JUNIOR COLLEGES

Approved

Illinois Junior College Board

December 8, 1967

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PREFACE

I. OBJECTIVES

In setting forth the following "Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges," the State Board is desirous of:

A. Complying with legal provisions appertaining thereto.

B. Providing leadership in the development of a statewide system of public junior colleges.

II. OBSERVATIONS

With respect to the second objective, attention is called to two statements, each of which is pertinent and historically accurate.

A. Generally, the public junior college has been founded to promote the upward extension of educational opportunity to an ever increasing proportion of our population. This objective was contingent upon achieving "comprehensiveness" in educational program.

B. Generally, the public junior college in Illinois has yet to achieve the comprehensiveness of program envisioned for it in the Master Plan for Higher Education in Illinois, and the Public Junior College Act.

III. PHILOSOPHY

The State Board is dedicated to the philosophy and concept of the public junior college as set forth in the Master Plan for Higher Education in Illinois, and the Public Junior College Act of 1965. It accepts the challenge to provide the necessary leadership for Illinois to realize the potential of the junior college as conceived in these documents.

Therefore, the following general statements are basic:

A. It should be observed, that unless otherwise stated, the standards and criteria contained herein are minimal.

B. The State Board recognizes that the future promises innovations in education which are now only dimly perceived. These innovations will affect greatly all phases of junior college operation. It follows, therefore, that nothing in this document is intended to discourage creativity, adaptability and change.

C. In the evaluative process, the basic questions shall always be: (1) Is the philosophy of the college consistent with that stipulated in the Public Junior College Act? (2) Are the objectives of the college consistent with its stated philosophy? (3) Are the stated objectives of the college being realized?

EXCERPTS FROM PUBLIC JUNIOR COLLEGE ACT

APPROVED JULY 15, 1965, AS AMENDED

"Be it enacted by the People of the State of Illinois, represented in the General Assembly:"

ARTICLE I

"Sec. 1-1 This Act shall be known and shall be cited as the Public Junior College Act."

"Sec. 1-2 The following terms shall have the meanings respectively prescribed for them except as the context otherwise requires:

(a) 'Board of Higher Education': The Board of Higher Education created by 'An Act creating a Board of Higher Education, defining its powers and duties, making an appropriation therefor, and repealing an Act herein named,' approved August 22, 1961 as amended.

(b) 'State Board': Illinois Junior College Board created by Article II of this Act.

(c) 'Class I Junior Colleges': Public Junior Colleges existing in junior college districts organized under this Act or public junior colleges existing in districts accepted as Class I junior college districts under this Act which districts have a population of not less than 30,000 inhabitants or at least 3 counties or that portion of 3 counties not included in a Class I junior college district and an assessed valuation of not less than $75,000,000 and which districts levy a tax for junior college purposes.

(d) 'Class II Junior Colleges': All public junior colleges not meeting the criteria for Class I junior colleges and those not having a separate tax rate for junior college purposes.

(e) 'Class I Junior College Districts': Districts authorized to maintain Class I junior colleges.

(f) 'Class II Junior College Districts': Districts authorized to maintain Class II junior colleges.

(g) 'Comprehensive Junior College Program': A program offered by a junior college which includes: (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15 per cent of all courses taught must be in fields leading directly to employment, one-half of which courses to be in fields other than business education.

(h) 'Common Schools': Schools in districts operating grades 1 through 8, 1 through 12, or 9 through 12."

ARTICLE II

"Sec. 2-1 There is created the Illinois Junior College Board hereinafter referred to as the 'State Board'. The State Board shall consist of 9 members as follows: the Superintendent of Public Instruction as an ex officio voting member and 8 members to be appointed by the Governor by and with the advice and consent of the Senate. . . ."

"Sec. 2-4 The State Board shall have the power to make and provide rules and regulations not inconsistent with the provisions of this Act for the proper administration of this Act. Such rules and regulations and changes therein shall be filed and shall become effective as provided by 'An Act concerning administrative rules,' approved June 14, 1951."

"Sec. 2-10 The State Board shall make a thorough, comprehensive and continuous study of the status of junior college education, its problems, needs for improvement, and projected developments and shall make a detailed report thereof to the General Assembly not later than March 1 of each odd-numbered year and shall submit recommendations for such legislation as it deems necessary."

"Sec. 2-12 The State Board shall have the power and it shall be its duty:

(a) To provide state-wide planning for junior colleges as institutions of higher education and coordinate the programs, services and activities of all junior colleges in the State so as to encourage and establish a system of locally initiated and administered comprehensive junior colleges.

(b) To organize and conduct feasibility surveys for new junior colleges or for the inclusion of existing institutions as Class I junior colleges and the locating of new institutions.

(c) To cooperate with the junior colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities and any other problem of junior college education.

(d) To enter into contracts with other governmental agencies; to accept federal funds and to plan with other State agencies when appropriate for the allocation of such federal funds for instructional programs and student services including such funds for vocational and technical education and retraining as may be allocated by state and federal agencies for the aid of junior colleges.

(e) To determine efficient and adequate standards for junior colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration and supervision, and to grant recognition certificates to junior colleges meeting such standards.

(f) To determine the standards for establishment of junior colleges and the proper location of the site in relation to existing institutions of higher education offering academic, occupational and technical training curricula, possible enrollment, assessed valuation, industrial, business, agricultural, and other conditions reflecting educational needs in the area to be served; however, no junior college may be considered as being recognized nor may the establishment of any junior college be authorized in any district which shall be deemed inadequate for the maintenance, in accordance with the desirable standards thus determined, of a junior college offering the basic subjects of general education and suitable vocational and semi-professional and technical curricula."

"Sec. 2-15 The State Board shall grant recognition to junior colleges which maintain equipment, courses of study, standards of scholarship and other requirements set by the State Board. Application for recognition shall be made to the State Board. The State Board shall set the criteria by which the junior colleges shall be judged and through the executive officer of the State Board shall arrange for an official evaluation of the junior college and shall grant recognition of such junior colleges as may meet the required standards."

TYPES OF PUBLIC JUNIOR COLLEGE ORGANIZATION

Illinois public junior colleges are presently operating under two types of district organization. They are:

Class I Districts - Junior college districts organized and operating under the provisions of the Public Junior College Act which have been organized or accepted as Class I.

Class II Districts - Junior college districts operating in accordance with the definition and provisions of the Public Junior College Act for Class II junior colleges.

Except where otherwise specified, the standards and criteria set forth herein apply to all Illinois public junior colleges. The principal goal is the establishment of a state-wide system of locally initiated and administered junior colleges offering quality, comprehensive curricula. It is the intent of the Illinois Junior College Board that the standards and criteria shall be an instrument which will contribute to the achievement of that goal.

DISTRICT JUNIOR COLLEGE BOARD

Article 3, Section 11 (Public Junior College Act) "The Board of each Class I junior college district shall be a body politic and corporate by the name of 'Board of Junior College District No. ..., County(ies) of . . . . . and State of Illinois' and by that name may sue and be sued in all courts and places where judicial proceedings are had. The State Board shall issue a number to each Class I junior college district which number shall be incorporated in the name of the Board of that district."

Class I junior college districts are numbered chronologically as they are organized. The county designation shall include all counties which are included in whole or in part in the district, with the county or portion thereof having the largest population being named first.

The board of a junior college district shall perform the functions and assume the responsibilities authorized in the Public Junior College Act. The board of a junior college district should serve as the managing and policymaking agency for the college district. It is expected that the board will delegate the administration of the educational program and business affairs of the district to the administrative, teaching, and other staff personnel who are employed for these purposes.

PROGRAM

Program emphasis in the Public Junior College Act is for comprehensiveness in each junior college district. Accordingly, the State Board places high priority on this criterion in the evaluation of each college.

In addition, Chapter 3 of the Master Plan for Higher Education in Illinois entitled "Programs," adopted by the Board of Higher Education in 1964, contains the following recommendations:

> It be the policy of the state for the next few years to meet the needs for program expansion at the undergraduate level primarily in commuter institutions both two- and four-year, rather than at campuses where students must live away from home.
>
> The number and variety of technical and semi-technical programs leading directly to employment be greatly increased primarily through programs established in comprehensive junior colleges.
>
> The state universities place increasing emphasis on upper division and graduate level instruction and research programs and relatively less emphasis on programs at the lower division level.
>
> The junior colleges develop and experiment with programs especially designed to aid the under-educated student of post-high school age to prepare as speedily as possible for transfer to senior institutions at the junior level or for entry directly into employment from technical and semi-technical programs. In every way necessary, the testing and counseling services of the junior colleges be adapted to determining the interests and potential abilities of the under-educated and to counsel such persons to enter programs which their interests and potentialities indicate a reasonable chance of successful completion.[1]

1/ Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois, Springfield: State of Illinois, 1964, pp. 35-36.

Compliance with the recommendations of the Master Plan for Higher Education in Illinois for the comprehensive program as defined in the Public Junior College Act requires Illinois public junior colleges to offer curricula of the following major types:

I. Baccalaureate Oriented

Liberal arts and sciences and general education curricula are designed to qualify the student for transfer from the junior college to a college or university offering the baccalaureate degree. Such curricula shall include the liberal arts and sciences, pre-professional and general education courses which are commonly offered during the first two years at four-year institutions.

II. Occupation Oriented

Occupational, semi-technical or technical curricula are designed to lead directly to employment. These programs should be organized so that students may complete an organized curriculum of two years' duration or less. Consideration should be given to the educational needs and employment opportunities both within and outside the district when planning occupation oriented curricula. Attention should be given to the development of programs in the occupational, semi-technical and technical field which serve the purposes set forth in the Public Junior College Act and in the recommendations of the Master Plan for Higher Education in Illinois.

III. Adult Education

The scope of adult education includes all continuing education and community service programs which may contribute to the educational and cultural needs of the community. Programs offered in this area are designed to serve persons of post-high school age who are primarily part-time students. Such programs may include formal or informal learning experiences offered on either a credit or non-credit basis that help serve the cultural, civic, recreational, educational and/or vocational interests of the community.

IV. General Studies

Article 3, Section 17 of the Public Junior College Act reads in part as follows: " . . . The college shall counsel and distribute the students among its programs according to their interests and abilities. . . . Entry level competence to . . . college transfer programs may be achieved through successful completion of other preparatory courses offered by the college." General studies are herein identified as preparatory or developmental courses offered by the comprehensive junior college to help prepare individuals for admission to occupation oriented curricula, baccalaureate oriented curricula, or for their intrinsic value which may lead to a degree or certificate in neither of the above areas. In this case, work in this area may or may not lead to a certificate or the associate in general studies degree depending on the policy of the individual institution.

A student should be counseled and placed in the general studies program after a close analysis of his high school transcript, test scores, results of entrance examinations and other data available on his achievement level. Courses in general studies should be scheduled so as to make them readily available for all students of the college.

The student may use either of two approaches to improve his knowledge and skills in the general studies program. In one approach, he may enroll in the regular general studies courses of the junior college. In the other approach, the student may utilize the materials and equipment in the Learning Resource Center or elsewhere for study of appropriate units or course materials in the areas of his academic deficiencies. It is anticipated that many junior colleges will develop programmed instruction in several subject areas. Personnel in the Learning Resource Center or other faculty members of the college should be available to provide individualized assistance for the student. Progressing at his own rate, the student may complete the unit of study at any time he demonstrates sufficient mastery of the subject to meet the minimum requirements for the unit or course.

A student in the general studies program may be taking all of his work at the preparatory level or he may be taking selected associate degree level courses for which he is qualified in addition to one or more preparatory courses. General studies courses may provide credit applicable to the requirements of a certificate program.

In addition, if the student completes any associate degree courses while in the general studies program, the credit earned in these courses may be transferred to an associate degree curriculum when the student is admitted to said curriculum.

The success of the general studies program in the junior college requires a comprehensive counseling program staffed with professionally trained counselors.

V. General Education

Any organized curriculum should include a core of general education courses within either baccalaureate or occupation oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which the student is enrolled.

FACULTY

I. General Administrative Staff

A. Experience and Education

1. President or Chief Administrative Officer

   Experience and Education - Previous experience in higher education and/or educational administration with significant responsibility including experience in working with governing boards and successful classroom teaching experience.

   Graduate work to the doctoral level combined with demonstrated competence in educational leadership is one of the commonly recognized criteria for the employment of the chief administrator in institutions of higher education.

2. Administrative Staff

   a. Experience - Previous educational administrative experience in addition to successful classroom teaching experience.

   b. Education - Should possess a minimum of a master's degree with major study in an area appropriate to the duties assigned.

3. Administrative Interns and Specialized Staff

   Administrative interns who work under the direction of a member of the administrative staff should meet the requirements as stipulated for members of the teaching staff.

   Specialized staff, such as accountants and counselors, may be employed upon the basis of demonstrated competence in their field of specialization with an appropriate background of education and experience.

   In addition, the role of the member of the administrative staff indicates a need for a thorough understanding and mastery of administrative leadership, which may be best obtained through study which includes courses in: (a) Administration and supervision--including course work in administrative leadership, finance, and educational program, (b) Behavioral Sciences, (c) History and Philosophy of Education, including Theories of Social Change, and, (d) The Public Junior College.

B. General Administrative Principles

   1. The administration of the junior college shall be the responsibility of the chief administrative officer and shall be in accordance with written policies and directives of the district junior college board. The chief administrative officer shall serve as the executive officer of

the board and shall recommend to the board other administrative positions which are deemed appropriate for the size, organization and educational program of the college. The chief administrative officer or his delegated assistant shall make recommendation regarding the employment of all personnel.

2. The organization of the administrative staff and faculty should reflect a balanced emphasis on all functions requisite to a "comprehensive" junior college.

3. The following documents, the development of which is characterized by the cooperative effort, understanding and acceptance of all concerned, should clearly identify and delineate the authority and responsibility of all concerned in the total operation of the junior college.

   a. Junior College Board Policies and Procedures

   b. Faculty and/or Administrative Handbook

   c. Organizational Chart

   d. College Catalog

   e. Student Handbook

II. Instructional Staff

A. Competencies and Qualifications

Junior college faculty members should be employed and remunerated on the basis of teaching competence in their subject area. The broad scope of programs offered in the public junior college may include specialized courses in which the preparation for teaching varies from typical advanced degree programs to other educational preparation and experience. The test of competence should be related to recommended standards in the teaching field.

As a general guide, <u>minimum requirements</u> as follows are recommended for full and part-time faculty.

1. Instructors of liberal arts and science, general education and pre-professional curricula:

   a. A master's degree in the subject area or a master's degree with a graduate major in the teaching subject field.

   b. In addition, the role of the faculty member indicates a need for a thorough understanding of and competence in professional teaching skills that may be best obtained from professional education courses. Such skills might come from an understanding of junior college philosophy, theories of learning processes, principles of tests and measurement and principles of guidance and counseling of older adolescents and adults.

2. Instructors of Occupation Oriented Curricula:

A bachelor's degree with a major in the area(s) of specialization and three years of business or industrial experience in the field of specialization. Minimum requirements of the Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation for program reimbursement from state and federal funds are acceptable in lieu of the above for instructors in these curricular areas.

3. Instructors for Adult and Continuing Education

Demonstrated competence in the field of specialization based upon education or experience which is acceptable in lieu of a degree requirement.

B. Teaching Load

Fourteen to sixteen semester or quarter hours should be considered the normal teaching load in non-laboratory courses. For the purpose of determining teaching load, laboratory or other comparable teaching arrangements should be equated in accordance with an established college policy. Adjustments in teaching load and remuneration should be made in relation to various administrative, supervisory, advisory and other extra-class responsibilities.

In selected instances when an overload assignment is necessary, the following guidelines are recommended.

(1) An overload assignment should not exceed either
   (a) one course in which the credit hour value does not exceed five, or
   (b) if more than one course, the combined credit hour value should not exceed three semester or four quarter hours.

(2) The teaching load of part-time instructors who are employed elsewhere on a full-time basis should be governed by the overload criteria enumerated in (1) above.

Individual instruction that is offered for college credit should be offered on the basis of one hour's credit per one 30-minute private lesson per week, accompanied by the appropriate amount of practice and study.

A high degree of personal interaction between members of the professional staff and students is a hallmark of the public junior college. Provision for this interaction is usually evaluated in terms of the following ratios:

$$\frac{\text{Total F.T.E. Students}}{\text{Total F.T.E. Instructional Staff}}$$

$$\frac{\text{Total F.T.E. Students}}{\text{Total F.T.E. Professional Staff}}$$

The size of these ratios will be determined in large measure by institutional philosophy and instructional techniques; however, sufficient supportive personnel--student personnel employees, library personnel, instructional resources personnel and administrative staff--must be maintained and reflected in the difference in the two indices.

STUDENT PERSONNEL PROGRAM

I. Student Personnel Employees

Student personnel work should be organized and coordinated by a staff member who is qualified through major educational emphasis in this area. Persons with the title of and/or duties defined by such titles as vice president or dean of student personnel services, dean of students, counselor, director of student activities and financial aids, director of testing, registrar, placement officer, admissions officer, director of student housing, and director of athletics should be included within the organized student personnel program.

II. Services

A. Admission (Article III, Section 17 (Public Junior College Act)

"The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college. If space is not available for all students applying, the Class I junior college will accept those best qualified, using rank in class and ability and achievement tests as guides, and shall give preference to students residing in the district."

Admission policies shall be in accordance with the provisions of the Public Junior College Act and should reflect the intent of the recommendations contained in the Master Plan for Higher Education in Illinois and in Master Plan for Higher Education in Illinois - Phase II, adopted by the Board of Higher Education in 1964 and 1966, respectively.

B. Counseling

The college should have a well-planned and organized program for counseling of students by counselors who are qualified in this area. The number of qualified counseling personnel should be sufficient to meet the needs of a student body

characterized by wide diversity of interests and abilities. The supportive personnel serving in this function will be reflected in the ratio of F.T.E. students to F.T.E. professional staff.

Faculty advisors should be provided with an organized program of in-service education for their advisement function.

Counseling services should include pre-admission and admission counseling to assist the student in selecting curricula and courses which are suitable for his vocational and educational goals and compatible with his ability level. Counseling should seek to bring the student to a better understanding of his abilities, achievements and interests including the use of tests and the interpretation of the results. Personal counseling and academic advisement should be available to every student enrolled in the college.

C. Placement

The college should provide an active placement service for its students. This would require a clearing house for information concerning vocational opportunities for employment oriented students and programs offered by the four-year institutions for transfer students.

D. Follow-up

Every college should be actively engaged in follow-up studies of its students. Such studies should include the students who complete occupation oriented programs, the transfer students and those who do not complete any program at the college. The information gained from such studies should be available to the faculty, the administration and the student personnel workers for the development of a more effective college program. Follow-up data should be available to the State Board and other approved agencies for purposes of aiding state-wide planning, research and study.

PERMANENT RECORDS

Accurate records of all of the business of the college pertaining to actions of the board, financial matters, legal proceedings, and other important activities shall be kept and protected in approved filing and storage facilities.

All permanent academic and personnel records and health, activity and other student records shall be filed systematically and protected against loss or alteration.

LIBRARY (Learning Resource Center)

(It is recommended that the following standards and criteria be supplemented by the "American Library Association's Standards for Junior College Libraries" and by the pertinent recommendations of the North Central Association Commission on Colleges and Universities.)

I. Each college shall have at least one full-time librarian holding a master's degree in Library Science from a graduate school of Library Science.

   A. Additional librarians should be available to meet the needs of the student body. The number of supportive personnel in this category may vary; however, the number of such persons at a given institution will be reflected in the ratio of F.T.E. students to F.T.E. professional staff.

   B. If the instructional materials center is administered by the library, additional staff and budget should be provided.

II. A comprehensive junior college of up to 1,000 students (full-time equivalent) should have a carefully selected collection of at least 20,000 volumes, exclusive of duplicates, at the earliest possible date. Some institutions with broad curricular offerings will tend to have much larger collections; an institution with a multiplicity of programs may need a minimum collection of two or three times the basic figure of 20,000 volumes. These volumes may be made available through "books" or other media conducive to student utilization.

Technological innovations possess the potential to revolutionize the storage and retrieval of instructional media. The staff of the library is encouraged to provide leadership to the college staff in the utilization of innovations for the improvement of the instructional process.

Industrial material such as pamphlets and research papers should be an integral part of the library of any public junior college, and should be in addition to the above stated minimum of 20,000 volumes.

A minimum of one hundred fifty or more periodicals and newspapers are recommended. Many specialized curricula will warrant periodicals appropriate only to them; hence, some institutions will find the general minimum herein stated to be insufficient to meet their needs. The periodical subscription list should be well-balanced, and the right of the librarian to provide books, periodicals and other materials which present all sides of controversial issues must not be disputed. Attempts at censorship should be resisted no matter how expedient it would be to comply. The fundamental position of the American Library Association as stated in the

"Library Bill of Rights," adopted in 1948, and amended February 1, 1961, is to be used as a policy guide in the operation of the library.

GUIDELINES FOR INSTITUTIONAL CURRICULUM DEVELOPMENT

It is suggested that each institution show clearly the lines of authority and responsibility for developing each section of the "comprehensive junior college program" as identified in Article 1, Section 2 (g) of the Public Junior College Act. Such responsibility for institutional curriculum development should be available in published form.

ACADEMIC TERM

(Article 3, Section 16 -- Public Junior College Act) --

I. Regular Session

The academic year for Illinois Public Junior Colleges shall consist of 36 or more weeks. A week is herein defined as any portion of a week during which the student body is required by the college to be on campus.

II. Summer Term

The summer term shall provide for student instructional time which is equivalent on a per credit hour basis with that provided during a regular academic term.

FINANCE

An adequate financial structure is a necessary condition, even if not a guarantee, for the development and maintenance of quality educational programs in comprehensive junior colleges. Thus, the college should have an income: (1) adequate for the operation of a comprehensive program, (2) sufficient to maintain sound salary schedules, and (3) capable of financing all other necessary activities and services.

Business and accounting practices should be efficient and should provide complete and accurate financial records. Upon the completion of a Uniform Accounting System and its adoption by the State Board, compliance with said system will be required.

The accounting manual, when available, will specify the objectives and philosophy of the accounting system, the chart of accounts, budget forms and purchasing procedures and regulations, and should be available for use by appropriate staff members.

Provisions for an adequate annual post audit of financial accounting shall be made to include all financial transactions of the district junior college board in accordance with Article 3, Section 22.1 of the Public Junior College Act, as amended.

RECOGNITION PROCEDURE

I. If necessary new college districts whose programs have been approved by the State Board will be recognized for state apportionment pending visitation and evaluation. A Certificate of Recognition will be authorized prior to the date for filing the initial Application for State Apportionment.

II. An Application for Recognition from each campus shall be filed annually prior to November 1 with the State Board.

III. The staff of the State Board shall submit an annual summary report on the operation of each campus to the State Board.

IV. Certificates of Recognition shall be issued annually on or before September 1 for the ensuing year.

V. It is the policy of the State Board that any action modifying or withdrawing recognition shall be preceded by written notice of deficiencies found to exist from examination of data in the Application for Recognition, visitation or other evaluative techniques. Necessary remedial action for removal of deficiencies shall be stated. An opportunity for correction will be allowed prior to a State Board decision modifying or removing recognition.

COMPLIANCE WITH REQUIREMENTS OF LAW

An essential prerequisite to recognition is that the operation of the junior college district be in accordance with the requirements of law. This means compliance not only with the Public Junior College Act, approved July 15, 1965, as amended, but with all other provisions of Illinois statutory or common law which apply to junior college operation.